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iWriteSupLeMats and Grade 7 students' composition skills in English

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Abstract: Writing an informative essay requires a structured and effective use of language, making strong composition skills in English essential for students to meet academic writing demands. The ability to convey clear, well-organized information is crucial, yet many students struggle with developing coherent and grammatically sound compositions. To address this challenge, integrating teacher-made supplementary materials can serve as an effective instructional strategy. This study assessed the effectiveness of *iWriteSupLeMats*, a teacher-developed supplementary material, in enhancing students' English composition skills. A quasi-experimental research design was employed, utilizing a pre-test and post-test approach to measure the impact of the intervention. The study sample consisted of 78 Grade 7 students, randomly assigned to either an experimental group (n=38) or a control group (n=38). Before instruction, both groups completed a pre-test to evaluate their initial composition skills. The experimental group then received instruction using *iWriteSupLeMats*, while the control group followed the conventional teaching. After the intervention, a post-test was conducted to assess progress, with data analyzed using ANCOVA to compare mean scores. Findings revealed a statistically significant improvement in the experimental group's post-test scores, particularly in grammar, vocabulary, clarity, punctuation, and organization. *iWriteSupLeMats* was highly effective in developing students' composition skills in English, especially in vocabulary, clarity, grammar, punctuation, and organization. This study highlights the importance of well-designed instructional materials in developing students' composition skills, underscoring the value of innovative pedagogical strategies in language education.

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INTRODUCTION

Writing is not just putting words on a page; it reflects thought, clarity, and communication. Yet, for many learners, it remains the most daunting skill to master in language learning.Writing is a complex task for both teachers and learners. According to Valle (2019), many learners struggle to develop their writing skills, despite being proficient in listening, speaking, and reading. A lack of sufficient language knowledge contributes to their low writing scores.

Writing difficulties are a global issue in language education. Graham and Perin (2020) noted that many secondary students worldwide struggle to meet academic writing standards, while Hyland (2021) highlighted common obstacles,including organizing ideas, selectingappropriate vocabulary, and using correct grammar. These challenges show that writing is a complex skill, even in well-resourced education systems.

Within the ASEAN region, writing proficiency among language learners is also a persistent issue. According to Emilia (2019), students often struggle with organizing their thoughts, using appropriate grammar, and developing coherent arguments in written texts.

Writing remains a significant challenge for many students, especially in English as a Second Language contexts. Saavedra and Barredo (2020) note that Filipino learners struggle with coherence, organization, and grammar, which impacts composition quality. These difficulties arise from limited academic writing exposure, insufficient practice, and low confidence (Quinto et al., 2021). Traditional, form-focused instruction exacerbates the issue, underscoring the need to reform writing pedagogy in the Philippines.

Despite curriculum reforms, the Department of Education in the Philippines continues to face declining student proficiency in writing, characterized by issues such as poor grammar, limited vocabulary, and weak coherence. Contributing factors include overcrowded classrooms, inadequate teacher training, and a lack of supplementary materials for writing (Santos et al., 2022).This condition influences many factors, especially internal factors. A study by Kurniasih (2019) found that linguistics makes it difficult for learners to write well. It likely stems from external factors, such as learners' lack of motivation for learning (Oktarina et al., 2018), materials that do not meet their needs, and insufficient supplementary materials for writing (Sumarsono et al., 2021).

Supplementary materials play a crucial role in motivating learners by sparking their interest in learning and encouraging active language use in the classroom (Dodd, 2021). These materials not only enhance engagement but also aid in comprehension, helping learners better understand and internalize information from texts, which ultimately supports their writing skills.

To address this problem, educators must find innovative and creative ways to increase learners' motivation to write effectively and comprehensively and improve their writing skills (Barlette & Strough, 2018).As a Grade 7 English teacher, the researcher observed students struggling with writing informative essays, particularly in understanding topics, organizing ideas, conducting research, and using clear language. Challenges with basic writing conventions, such as proper use of "I" versus "i," objectivity, and time management, were also noted. These issues were confirmed by the school's Least Learned Competency (LLC) report, which identified writing informative essays as a major concern (Rizal 3 National High School, 2023). The researcher advocates for the development of supplementary materials to improve Grade 7 students' composition skills in response to the LLC findings.

Despite extensive documentation of students' writing challenges both globally and locally, there remains a significant lack of context-specific, classroom-based interventions tailored to the unique needs of Filipino junior high school learners, particularly in writing informative essays. Previous studies (e.g., Saavedra & Barredo, 2020; Santos, 2020; Quinto et al., 2021) have highlighted general difficulties, such as poor grammar, lack of organization, and limited vocabulary;however, few have translated these findings into actionable, learner-centered instructional tools within the Philippine publicschool context.

Furthermore, while curriculum reforms and teaching strategies have been introduced, the persistent low performance in writing,as evidenced by Least Learned Competencies (LLC) data,points to a disconnect between existing instruction and students' actual learning needs. There is minimal research exploring the use of teacher-made supplementary materials as remedial tools specifically designed to enhance informative writing among Grade 7 students.

This study addresses the gap by developing and evaluating "*iWriteSupLeMats*", a supplementary learning material aligned with the K-12 Curriculum Guide, targeting students' composition skills. Unlike previous research that focuses on diagnosing problems, this study takes a step further by implementing a solution-oriented approach, assessing the effectiveness of these materials in improving students' writing performance.

The researcher believes that overcoming these writing challenges requires consistent practice, the development of critical thinking skills, strategic planning, and the use of supplementary learning materials to strengthen students' composition abilities. Enhancing students' research skills, helping them organize their ideas through effective outlining, and guiding them in refining their writing techniques are essential steps. Through this approach, learners can improve their ability to produce well-structured and informative essays that clearly and effectively convey their intended message to readers.

Statement of the problem

This study determined the effect of the *iWriteSupLeMats*on the composition skills of Grade 7 students in English at Rizal 3 National High School for the School Year 2024-2025. It addressed the following questions:

1) What is the level of assessment of Grade 7 students on the *iWriteSupLeMats*in terms ofcontent, mechanics, organization, and overall package?
2) What is the level of composition skills in English of Grade 7 students in control and experimental groups before and after the intervention in terms of vocabulary, clarity, grammar, punctuation, andorganization?
3) How does the students' level of composition skills in English compare as influenced by the *iWriteSupLeMats*?
4) Is there a significant difference in the Grade 7 students' composition skills in English between the control and experimental groups before and after the intervention?

METHODOLOGY

Research design

This study employed a quasi-experimental design, with a pretest-posttest approach,to investigate the impact of teacher-made supplementary materials on learning outcomes. In this design, participants were randomly assigned to either a control or experimental group, ensuring equal chances of being in either group. The control group did not use *iWriteSupLeMats*, while the experimental group was exposed to lectures incorporating supplementary material for composition. Both groups underwent pretesting before the intervention and post-testing afterward to assess learning gains. This design was robust for establishing cause-effect relationships due to its controlled environment and statistical analysis capabilities.

This study also employed pretest-posttest for the control and experimental groups. This research design is robust in establishing a cause-and-effect relationship between the condition and variables, often featuring a controlled statistical analysis environment and a large number of participants (Mackey & Gass, 2020). It allows researchers to determine whether a specific intervention or variable directly causes an effect. This was achieved by manipulating an independent variable and measuring its impact on a dependent variable (Creswell, 2021). It is the gold standard for determining cause-and-effect relationships between variables. Random assignment and control groups ensure that observed effects are due to independent variables rather than extraneous factors (Creswell, 2021).

With this design, the researcher identified the two classes of Grade 7 students for the school year 2023-2024. The researcher identified 78 respondents: 38 students in the control group and 38 in the experimental group. Both groups received a pretest prior to the start of the experiment. At the end of the experiment, a posttest was administered to determine the learning gains in all groups. The experimental group was exposed to a lecture using the

teacher-made composition supplementary material, an informative essay. In contrast, the control group was solely taught without *iWriteSupLeMats.*

Locale and respondents of the study

The respondents were two homogeneous sections of Grade 7 high school students from Rizal 3 National High School. The respondents are selected based on the following: the DepEd Order No. 39, s. 2012, the Department of Education (DepEd) of the Philippines emphasizes developing writing skills among Grade 7 students to ensure effective learning and address existing learning gaps. This emphasis is outlined in DepEd Order No. 39, series of 2012, titled Policy Guidelines on Addressing Learning Gaps and Implementing a Reading and Writing Program in Secondary Schools, several observed challenges in English 7, including consistently low students' grades, the lack of structured supplementary materials specifically designed to support writing instruction, and poor performance in the Least Learned Competency related to composition skills.

A total of 76 students participated, all of whom were enrolled in the School Year 2024-2025. To ensure ethical compliance, the researcher informed the respondents' parents and guardians about the research procedures and obtained their permission. The group consisted of 38 students in the experimental group and 38 students in the control group, selected through random sampling.

This study aims to evaluate the impact of supplementary learning materials on the composition skills of Grade 7 students. In line with research guidelines on experimental design, a sample size of 38 respondents is considered sufficient for this study.

According to Cohen et al. (2018), an experimental group of this size provides an adequate representation of the population, allowing for reliable statistical analysis while balancing practical constraints, such as time and resources. This number aligns with typical sample sizes in educational research,ensuring the results are both meaningful and manageable.

Research instrument

The researcher used the pretest and posttest as research instruments for the control and experimental groups. It was used to determine the students' composition skills using *iWriteSupLeMats*. It was a teacher-made test designed to assess the composition skills of learners in an informative essay. It was constructed based on the content of English 7 lessons for the first and second quarters of the year. It was aligned with the DepEd Learning Competencies, and the test questions were based on Bloom's Taxonomy of Objectives, as stated in DepEd Order No. 8, s.2015, for the use of the said test. The first validation stage was done by three teachers who were module writers from a public school in the City of Koronadal, South Cotabato.

To evaluate *iWriteSupLeMats*, a panel of evaluators composed of reading and writing teachers who were module writers from Koronadal National Comprehensive High School, City of Koronadal, South Cotabato, answered an evaluation instrument. They were English majors and full-pledge master's degree holders. They evaluated the innovative strategy for the*iWriteSupLeMats* and the compositionskillsofGrade 7 highschoolstudents in English in terms of content, mechanics, organization, and overall package.

The five-point Likert Scale was used to validate the research instrument's level of evaluation and acceptance. The study employed a five-point Likert scale questionnaire.

After evaluation, the panel of experts was given sufficient time to comment and suggest improvements to the *iWriteSupLeMats*.

The pretest was like the posttest, a validated writing proficiency test administered to the subjects. It consisted of picture stimuli and writing prompts that aided and directed the subjects in thinking of possible responses to the given title.The level of composition skills in

English of Grade 7 students, before and after the intervention, was rated and described according to Stevens and Levi's (2013) assessment tool in terms of vocabulary, clarity, grammar, punctuation, and organization.

Data analysis procedure

Statistical tools in research are crucial for analyzing and interpreting data, allowing researchers to identify patterns, trends, and relationships within datasets. These tools facilitate data planning, design, collection, analysis, and interpretation, providing meaningful insights that inform conclusions and guide decision-making across various fields.

The data gathered from the control and experimental groups in the pretest and posttest were carefully recorded and subjected to statistical analysis to measure the students' level of achievement**.**

To assess the students' composition skills in English, both before and after the intervention, the mean and standard deviation were employed as statistical tools to analyze the results of the Pretest and Posttest. These measures provided insights into the overall performance levels and the variability of students' writing skills, allowing for a clearer evaluation of any improvements attributable to the intervention.

A t-test was conducted to determine whether there were statistically significant differences in the English composition skills of students between the control and experimental groups. This analysis was applied to the Pretest and Posttest scores, as well as to the mean gain scores, to evaluate the effectiveness of the intervention and to assess whether the observed improvements in the experimental group were significantly greater than those in the control group.

The statistical tool used for Statement of Problem 1 was descriptive statistics to determine the overall rating of students in each category (content, mechanics, organization, and overall package), to measure the variation of responses from the average, and to display the distribution of responses across categories.The statistical tool used for the statement of problem 2 is descriptive statistics to determine the average performance and the variability in scores before and after the intervention, and a paired t-test to determine if the same students are assessed before and after the intervention; this test determines if there was a significant improvement in their composition skills.

The statistical tools used for Statement of Problem 3 were descriptive statistics to describe the average scores of the control and experimental groups before and after the intervention, and paired t-tests to compare the pre-test scores of the control and experimental groups.The Pearson Product-Moment Correlation Coefficient was typically the statistical tool used to analyze the relationship between two variables in the statement of problem 4, such as the level of assessment of the *iWriteSupLeMats* andcomposition skills in English**.**The One-Way ANCOVA identified the summary ofthe level of composition skills. It was used to examine the effect of a *iWriteSupLeMats* on the level of composition skills in English**,** while controlling for pre-existing differences (pretest scores).

FINDINGS AND DISCUSSIONS

Level of assessment of Grade 7 students on the content of the iWriteSupLeMats

The analysis aimed to assess Grade 7 students' perceptions of the content quality in the *iWriteSupLeMats*, measured through various items related to content. Table 1 provides a summary of the means, standard deviations, and interpretations for each statement regarding the content. The results suggest that students generally perceive the content of the *iWriteSupLeMats* as being of very high quality. All items had mean scores above 4.66, with

an overall section mean of 4.78 and a standard deviation of 0.18, indicating a consistent and positive perception across the different content aspects evaluated.

Table 1. Level of Assessment of Grade 7 Students on the *iWriteSupLeMats* in terms of Content

Statements	Mean	SD	Interpretation
Coverage of the lesson	4.66	0.58	Very High Extent
Appropriateness of the activities/exercises	4.68	0.53	Very High Extent
Appropriateness of the language used	4.79	0.41	Very High Extent
Content is appropriate to the target age level	4.74	0.60	Very High Extent
Content is culture sensitive	4.87	0.41	Very High Extent
Content is gender sensitive	4.92	0.27	Very High Extent
Exercises are in accordance with the Filipino Values	4.79	0.53	Very High Extent
Illustration and content are in accordance with ethical standards	4.82	0.46	Very High Extent
Explanations are self-explanatory	4.76	0.49	Very High Extent
Instructions are clear	4.79	0.53	Very High Extent
Section Mean	4.78	0.18	Very High Extent

The highest mean score, 4.92, was observed for Item 6, indicating that students rated this aspect of the content very highly. This reflects strong agreement among students regarding its effectiveness and relevance to their learning needs. Other items, such as Item 5 (M = 4.87, SD = 0.41) and Item 8 (M = 4.82, SD = 0.46), also yielded high mean scores, further reinforcing the positive sentiment towards specific content components in the *iWriteSupLeMats*.

Item 1, with a mean score of 4.66 (SD = 0.58), had the lowest score among all items, though it still falls within the very high extent range. This slightly lower score may indicate a minor area for improvement in this aspect, but it is essential to note that students still reported a very positive overall perception.

The low standard deviations across most items suggest that students' responses were consistent, with little variability in their content quality assessments. These findings highlight a high level of satisfaction among Grade 7 students regarding the content of *the iWriteSupLeMats*, with minimal concerns or variability in their perceptions.According to Morina et al. (2021), content is a significant component that profoundly affects learners' composition skills. It conveys the ideas, thoughts, and messages the writer wants. It is what of the writing—the substance.

Also, the inclusion of the creative aspect is found in Bae and Lee (2020, 2021), who defined content as the relevance of what a student wrote to what they were asked to write about, as well as the thoroughness and creativity of their ideas which plays a vital role in improving the composition skills of the students in writing relevant information about the given topic. Content refers to ideas or meaning expressed in writing. It is assessed in terms of the extent to which those ideas are elaborated, developed, logical, consistent, interesting, and creative, as well as relevant to the task requirements; higher levels of content are characterized by more original reflective and interpretive excellence conveying a depth of understanding in developing the composition skills of the students in English.

Level of assessment of Grade 7 students on mechanics of the iWriteSupLeMats

Table 2 summarizes the means, standard deviations, and interpretations for each statement regarding the mechanics. The results indicate that students generally perceive the *iWriteSupLeMats* mechanics as very high quality. All items yielded mean scores above 4.76, with an overall section mean calculated at 4.84 and a standard deviation of 0.18. This reflects a consistent and positive perception across the different aspects of mechanics evaluated.

Table 2. Level of Assessment of Grade 7 students on the *iWriteSupLeMats* in terms of Mechanics

Statements	Mean	SD	Interpretation
General Instructions is user -friendly	Mean	SD	Interpretation
Examples are coherent	4.79	0.47	Very high extent
Font size is readable	4.87	0.47	Very high extent
Step-by-step procedure is in order	4.84	0.49	Very high extent
Arrangement of parts	4.97	0.16	Very high extent
Clarity of image/pictures/graphs	4.84	0.44	Very high extent
Individual differences are considered per activity	4.79	0.47	Very high extent
Weakness of target users are considered	4.76	0.54	Very high extent
Development of one's creativity and critical thinking (assets) are emphasized	4.84	0.44	Very high extent
Clear Instructions per activity	4.87	0.41	Very high extent
Section Mean	4.84	0.49	Very high extent

The analysis centered on evaluating the perceived effectiveness of writing mechanics embedded within the *iWriteSupLeMats*, as assessed by Grade 7 students. This evaluation was conducted using a series of items specifically designed to measure various components of writing mechanics. Table 2 presents the computed mean scores, standard deviations, and corresponding interpretations for each item relating to the mechanical aspects of the *iWriteSupLeMats*.

Overall, the findings indicate that students perceive the quality of the writing mechanics in the *iWriteSupLeMats* to be of a very high standard. All assessed items yielded mean scores exceeding 4.76, with an overall section mean of 4.84 and a standard deviation of 0.18. This suggests a consistently favorable evaluation across the different facets of writing mechanics, reflecting strong positive sentiment among the respondents.

Among the items, Item 4 recorded the highest mean score (M = 4.97), indicating that it was the most positively received component in terms of supporting students' writing skills. This score reflects a high level of agreement among students regarding the effectiveness of this aspect of the material. Likewise, Item 2 (M = 4.87, SD = 0.47) and Item 9 (M = 4.87, SD = 0.41) also garnered notably high mean scores, further affirming the students' favorable perceptions of the writing mechanics provided by the learning material.

Conversely, Item 1 received the lowest mean score (M = 4.79, SD = 0.47), though it still fell within the very high extent interpretation. While this score may suggest a slightly lower level of perceived effectiveness compared to other items, it remains indicative of a strong positive

perception and does not signify a substantial concern. Rather, it may indicate a potential area for minor refinement or improvement.

The generally low standard deviation values observed across the items denote minimal variability in student responses, indicating that perceptions were not only positive but also consistent among the surveyed group. Collectively, these results underscore a high level of student satisfaction with the mechanics of the *iWriteSupLeMats*, with only negligible differences in opinion and limited indications of areas needing improvement.

The study of De Chantal et al. (2020) supported the idea that coherence, proper arrangement of supplementary parts, and the development of the writer's creativity and critical thinking are the backbone of clear communication. Developing writers need to understand that precision, clarity, and correctness add credibility to their writing, which is crucial.

To develop their writing competence, students are expected to produce a well-structured piece of writing (Ceylan, 2019). Moreover, mastering how to organize, regulate writing behavior, review the composition, and provide readers with awareness has also become crucial for creating a well-produced piece of writing (Bakry &Alsamadani, 2019).

Level of assessment of Grade 7 students on the organization of the iWriteSupLeMats

The analysis aimed to evaluate the perceived quality of organizational elements within the *iWriteSupLeMats*, as experienced by Grade 7 students. This evaluation was conducted using a range of items specifically designed to measure components of writing organizational skills.

Table 3. Level of Assessment of Grade 7 Students on the *iWriteSupLeMats* in terms of Organization

Statements	Mean	SD	Interpretation
Sequence of Topics (Simple to Complex)	4.87	0.34	Very high extent
Order of the presentation of the lesson	4.87	0.41	Very high extent
Arrangement of the basic parts	4.87	0.34	Very high extent
Illustrations Used	4.84	0.37	Very high extent
Spacing of every part	4.89	0.31	Very high extent
Harmony of font styles	4.84	0.37	Very high extent
Uniformity of the lay out	4.87	0.34	Very high extent
Technical Description (Objective per lesson)	4.82	0.39	Very high extent
Technical term used	4.84	0.49	Very high extent
Concepts of every lesson	4.87	0.41	Very high extent
Section Mean	4.86	0.16	Very high extent

The findings reveal that students generally perceive the organizational features of the *iWriteSupLeMats* to be of very high quality. All assessed items received mean scores exceeding 4.82, indicating a uniformly strong level of agreement among students. The overall section mean was calculated at 4.86, accompanied by a low standard deviation of 0.16. These results suggest a consistent and highly favorable perception of the organization-related aspects of the learning material.

Among the individual items, Item 5 registered the highest mean score (M = 4.89), reflecting the most positively rated element in terms of contributing to students' understanding of writing structure and clarity. This high score demonstrates that students strongly agree on the effectiveness of this component in facilitating the logical flow and coherence of their written work. Similarly, Items 1 (M = 4.87, SD = 0.34), 2 (M = 4.87, SD = 0.41), and 10 (M = 4.87, SD = 0.41) also attained equally high scores, indicating widespread student approval across several organizational dimensions.

Furthermore, the consistently low standard deviation values across all items indicate minimal variability in student responses. This consistency suggests a shared perception among students and a broad consensus on the clarity, structure, and effectiveness of the organizational guidance provided by the *iWriteSupLeMats*.Taken together, the results underscore a high level of student satisfaction with the organization of the learning material. The uniformity in scores across various indicators reflects both the quality of the content and the reliability of the students' perceptions in affirming the instructional value of the organizational components in the *iWriteSupLeMats*.

Similarly, Murtiningsih (2019) noted that outlining significantly enhances students' paragraph-writing skills. Therefore, it is reasonable to assume that teaching students writing skills and planning, revising, and editing strategies can effectively improve their writing abilities. The purpose and goal of this study are to provide a more comprehensive picture of the impacts of outlining on the writing process.Likewise, essay organization has both physical aspects, such as paragraphing and transitions between paragraphs, and deeper textual aspects, including the coherent flow of logical ideas, which play an important role in effective writing (Liu & Huang, 2020; Ruegg & Sugiyama, 2022).

Level of assessment of Grade 7 students on the overall package of the iWriteSupLeMats

The analysis aimed to evaluate the overall effectiveness and quality of the *iWriteSupLeMats* as perceived by Grade 7 students. This evaluation was conducted through a series of items designed to capture student perceptions regarding the comprehensive functionality, instructional value, and coherence of the materials. Table 4 provides a summary of the mean scores, standard deviations, and interpretive categorizations for each statement pertaining to the overall package of the *iWriteSupLeMats*.

Table 4. Level of Assessment of Grade 7 students on the *iWriteSupLeMats* in terms of Overall Package

Statements	Mean	SD	Interpretation
Styles of letter of fonts	Mean	SD	Interpretation
Appropriateness of binding techniques used	4.84	0.37	Very high extent
Paper sized used	4.79	0.53	Very high extent
Paper quality used	4.76	0.54	Very high extent
Color combinations	4.84	0.37	Very high extent
Durability	4.84	0.49	Very high extent
Handiness	4.92	0.36	Very high extent
Appropriateness of cover design	4.87	0.41	Very high extent
Usability	4.74	0.60	Very high extent
Labels and Captions	4.84	0.44	Very high extent

Section Mean	4.89	0.31	Very high extent

The results reveal that students generally hold a very positive perception of the overall quality of the *iWriteSupLeMats*. All evaluated items recorded mean scores above 4.74, with an overall section mean of 4.83 and a standard deviation of 0.44. These figures indicate a consistently favorable reception of the material, with students recognizing the effectiveness of its various components in supporting their learning in writing.

The highest mean score was obtained for Item 6 (M = 4.92), indicating that students perceive this aspect of the material as particularly beneficial in enhancing their writing abilities. This strong rating points to a high degree of agreement regarding the comprehensiveness and instructional utility of this component. In addition, Item 10 (M = 4.89, SD = 0.31) and Item 1 (M = 4.84, SD = 0.37) also received notably high mean scores, reinforcing the idea that students perceive multiple features of the package as highly effective and relevant to their writing development.The relatively low standard deviation values observed across most items indicate limited variability in student responses, suggesting a broad consensus regarding the quality and impact of the materials. This consistency implies a shared appreciation among students for how well the *iWriteSupLeMats* meet their academic needs, particularly in terms of writing instruction.

Collectively, these results highlight the strength of the *iWriteSupLeMats* as a comprehensive learning tool. The convergence of high mean scores and low variability supports the conclusion that the overall design, content, and delivery of the materials are perceived as highly effective, engaging, and supportive of students' writing development.
It was supported by the study of Wright (2020), which suggests that writers must abide by a host of rules that govern the overall package of supplementary material and writing conventions, yet are also expected to follow these constraints to formulate original, even creative, thoughts.

Tomlinson (2022) found similar findings in his study, which revealed the characteristics of good learning materials such as the materials should achieve impact, should help learners to feel at ease and develop confidence, what is taught should be perceived by learners as relevant and useful, it should expose the learners to language in authentic use and provide the learners with opportunities to use the target language to achieve communicative purposes.

Pre- and post-intervention level of composition skills in English of Grade 7 students in terms of vocabulary

The analysis aimed to evaluate the vocabulary-related composition skills of Grade 7 students in English, both before and after the implementation of an instructional intervention. The data, as shown in Table 5, compares the levels of vocabulary proficiency in composition writing between two groups: the control group, which received traditional instruction or no specific intervention, and the experimental group, which was exposed to a new or alternative teaching method. The assessment was conducted using a pre-test and post-test format to measure the degree of improvement over time.

Table 5. Level of Composition Skills in English of Grade 7 Students in terms of Vocabulary

Groups	N	Mean Score	Sd	Interpretation
Control Group				
Pre-test	38	1.76	0.63	Satisfactory

Post-test		1.79	0.52	Satisfactory
Experimental Group	38			
Pre-test		2.03	0.67	Satisfactory
Post-test		3.18	0.51	Good

In the Control Group, the pre-test yielded a mean score of 1.76 with a standard deviation of 0.63, indicating a satisfactory level. In the post-test, the mean increased slightly to 1.79, with a standard deviation of 0.52, which is also considered satisfactory. The marginal increase of 0.03 in the mean score suggests minimal progress in students' vocabulary composition skills. This limited improvement implies that conventional teaching approaches or the absence of an intervention had little impact on the development of students' vocabulary use in writing.

Conversely, the Experimental Group demonstrated a notable improvement. The pre-test results showed a mean score of 2.03 and a standard deviation of 0.67, indicating a satisfactory rating. Following the intervention, the post-test mean rose significantly to 3.18, with a standard deviation of 0.51, indicating a rating of good. The substantial increase in the mean score by 1.15 points indicates that the intervention was highly effective in enhancing the students' vocabulary skills in English composition. These findings suggest that the instructional strategy implemented with the experimental group—potentially involving innovative or targeted teaching methods—had a positive and measurable impact on students' ability to use vocabulary effectively in their writing.

The study, supported by integrated skills interventions, has had a significantly positive impact on students' overall writing performance, particularly in vocabulary and grammar (Kitila et al., 2023).On the other hand, a creative writing module enhanced the writing abilities of proficient learners, particularly in creativity and vocabulary (Murugiah, 2023). Similarly, an English Language and Communication module for post-secondary students substantially improved vocabulary, fluency, clarity, and organization (Silin & Chan, 2020).

Pre- and post-intervention level of composition skills in English of Grade 7 students in terms of clarity

The analysis aimed to evaluate the clarity of composition skills among Grade 7 students in English, both before and after the implementation of a targeted instructional intervention. The data presented in the accompanying table compares the performance of two groups: the Control Group, which followed standard instructional methods, and the Experimental Group, which received an alternative teaching approach, specifically in terms of clarity in written compositions. The assessment utilized both pre-test and post-test measures to determine the extent of progress over time.

Table 6. Level of Composition Skills in English of Grade 7 Students in terms of Clarity

Groups	N	Mean Score	Sd	Interpretation
Control Group				
Pre-test	38	1.82	0.64	Satisfactory
Post-test		1.87	0.66	Satisfactory
Experimental Group	38			
Pre-test		1.95	0.72	Satisfactory
Post-test		3.18	0.68	Good

For the Control Group, the pre-test yielded a mean score of 1.82 with a standard deviation of 0.64, which falls within the satisfactory range. Following the same instructional method, the post-test mean increased only slightly to 1.87, with a standard deviation of 0.66, maintaining the satisfactory level. This marginal gain of 0.05 points in the mean score suggests negligible improvement in students' ability to write with clarity. The consistency in interpretation from pre- to post-test indicates that traditional instruction, or the lack of a targeted intervention, had a limited impact on enhancing students' clarity in writing.

In contrast, the Experimental Group demonstrated a marked improvement. Their pre-test results showed a mean score of 1.95 and a standard deviation of 0.72, also interpreted as satisfactory. However, after the intervention, the post-test mean significantly increased to 3.18, with a standard deviation of 0.68, shifting the interpretation to good. This substantial increase of 1.23 points in the mean score reflects a notable advancement in students' clarity of expression, including vocabulary use and sentence structure. The transition from a satisfactory to a good rating suggests that the intervention,likely involving a new or innovative instructional method,had a meaningful and positive effect on the students' writing clarity.

Similarly, clarity plays a crucial role in enhancing students' writing skills. Clear instructions reduce cognitive load, enhance motivation, and improve learning outcomes (Serki & Bolkan, 2023). Instructors' immediate behaviors and clarity indirectly influence students' writing apprehension through perceived immediacy (Kelly & Gaytan, 2020). A procedure-based, gradual writing training approach can positively impact students' writing perception, attitude, and motivation, and reduce anxiety (Süğümlü, 2020).

Pre- and Post-Intervention Level of Composition Skills in English of Grade 7 Students in terms of Grammar

The analysis aimed to assess the grammar-related composition skills of Grade 7 students in English, both before and after the implementation of a specific instructional intervention. The data, as shown in the table, compares the grammar proficiency in written compositions of two groups: the Control Group, which followed standard teaching methods, and the Experimental Group, which was exposed to a new or alternative teaching strategy. The assessment was conducted using a pre-test and post-test design to evaluate improvements in grammar.

Table 7. Level of Composition Skills in English of Grade 7 Students in terms of Grammar

Groups	N	Mean Score	Sd	Interpretation
Control Group				
Pre-test	38	1.71	0.76	Satisfactory
Post-test		1.87	0.66	Satisfactory
Experimental Group	38			
Pre-test		1.92	0.74	Good
Post-test		3.21	0.66	Satisfactory

For the Control Group, the pre-test results indicated a mean score of 1.71 with a standard deviation of 0.76, which is categorized as satisfactory. After the instructional period, the post-test mean score increased slightly to 1.87, with a standard deviation of 0.66, maintaining a satisfactory rating. The modest increase in the mean score suggests that while there was some minor improvement in students' grammar-related composition skills, the

progress was limited. The results indicate that the absence of a targeted intervention resultedin minimal changes in grammar proficiency, with students remaining at the same skill level overall.

On the other hand, the Experimental Group exhibited significant improvement in their grammar composition skills. The pre-test for this group revealed a mean score of 1.92 and a standard deviation of 0.74, which was also considered satisfactory. However, after the intervention, the post-test mean score surged to 3.21, with a standard deviation of 0.66, earning a good rating. The substantial increase in the mean score points to a clear enhancement in the students' ability to use grammar effectively in writing. While the post-test result reflects notable progress, the interpretation of "satisfactory" despite the increase suggests that there is still room for further improvement in grammar proficiency. This suggests that, although the intervention had a positive impact, additional instruction or practice may be necessary to enhance their skills further.

Likewise, grammar is essential for constructing clear, coherent sentences and expressing ideas effectively (Sa'adah, 2020; Tanjung et al., 2024). Understanding syntax can improve text integration, enrich sentence structure variety, and enhance critical thinking skills (Tanjung et al., 2024). Research indicates that grammatical understanding significantly predicts writing skills, correlating strongly with the syntactic, stylistic, genre-related, and orthographic quality of students' texts (Marjokorpi, 2023).

Pre- and post-intervention level of composition skills in English of Grade 7 students in terms of punctuation

The analysis aimed to evaluate the punctuation-related composition skills of Grade 7 students in English, both before and after the implementation of an instructional intervention. The data, presented in the table, compares the punctuation proficiency in written compositions for two groups: the Control Group, which received traditional instruction, and the Experimental Group, which was exposed to a new or alternative teaching approach. The results were measured using a pre-test and post-test to assess the extent of improvement.

Table 8. Level of Composition Skills in English of Grade 7 Students in terms of Punctuation

Groups	N	Mean Score	Sd	Interpretation
Control Group				
Pre-test	38	1.79	0.61	Satisfactory
Post-test		1.84	0.54	Satisfactory
Experimental Group	38			
Pre-test		1.76	0.67	Good
Post-test		2.89	0.68	Satisfactory

For the Control Group, the pre-test results showed a mean score of 1.79 with a standard deviation of 0.61, indicating a satisfactory level. After the instructional period, the post-test mean score increased slightly to 1.84, with a standard deviation of 0.54, maintaining a satisfactory rating. This modest increase in the mean score suggests that there was only minimal improvement in students' punctuation skills. While the mean score improved marginally, the reduction in standard deviation from 0.61 to 0.54 indicates that the students' scores became slightly more consistent, meaning fewer outliers in their performance.

However, overall, the intervention had a limited impact on this group's punctuation skills, indicating that the traditional teaching methods did not lead to significant improvement.

In contrast, the Experimental Group showed a substantial improvement in punctuation skills. The pre-test for this group yielded a mean score of 1.79 with a standard deviation of 0.61, which was also deemed satisfactory. After the intervention, the post-test mean score increased significantly to 2.89, with a standard deviation of 0.68, indicatinga classification as good. This notable increase of 1.10 points in the mean score suggests a considerable enhancement in the students' ability to use punctuation correctly and effectively in their compositions. The increase in both the mean score and the standard deviation suggests not only an overall improvement but also greater variability in student performance, which may indicate a broader range of proficiency levels emerging due to the intervention.

The study of Wati (2021) supports this, showing that proper punctuation enhances students' writing skills and creativity. Likewise, Punctuation marks are essential visual devices that guide readers through text, facilitating comprehension and preventing confusion (Jawad, 2020). Research indicates that proper punctuation enhances the effectiveness and comprehensibility of writing (Wati, 2021).

Pre- and post-intervention level of composition skills in English of Grade 7 students in terms of organization

The analysis aimed to assess the organizational skills of Grade 7 English students in their written compositions, both before and after the implementation of an instructional intervention. The data presented in the table compares the organizational proficiency of students in English composition for two groups: the Control Group, which received traditional instructional methods, and the Experimental Group, which participated in an alternative teaching approach. The assessment was conducted using pre-test and post-test results to evaluate any improvements in organizational skills.

Table 9. Level of Composition Skills in English of Grade 7 Students in terms of Organization

Groups	N	Mean Score	SD	Interpretation
Control Group				
Pre-test	38	1.68	0.73	Satisfactory
Post-test		1.84	0.71	Satisfactory
Experimental Group	38			
Pre-test		1.82	0.79	Good
Post-test		2.87	0.57	Satisfactory

For the Control Group, the pre-test results showed a mean score of 1.68 with a standard deviation of 0.73, indicating a satisfactory level. After the instructional period, the post-test mean score increased slightly to 1.84, with a standard deviation of 0.71, still within the satisfactory range. The modest increase in the mean score (from 1.68 to 1.84) suggests only a minimal improvement in the students' organizational skills. The reduction in standard deviation from 0.73 to 0.71 indicates a slight increase in the consistency of students' performance. However, the overall change remains minimal, suggesting that traditional teaching methods had a limited impact on improving organizational abilities in student compositions.

In contrast, the Experimental Group demonstrated significant improvement in their organizational skills. The pre-test results for this group revealed a mean score of 1.82 and a

standard deviation of 0.79, which was classified as satisfactory. Following the intervention, the post-test mean score rose considerably to 2.87, with a standard deviation of 0.57, indicating good organizational skills. This substantial increase in the mean score (from 1.82 to 2.87) suggests that the intervention was highly effective in enhancing the students' ability to organize their compositions more clearly and coherently. The improvement in both the mean score and the standard deviation indicates not only overall progress but also a reduction in the variability of performance, suggesting more consistent organizational skills across the group.

Likewise, organization is important in students' composition skills. Research indicates that pre-writing activities significantly contribute to the development of writing skills, and teachers should ensure that students complete these activities before composing (Braga et al., 2020). Organization in writing, particularly in terms of unity, development, and coherence, is a common challenge for students learning English as a foreign language (Siddiqui et al., 2023).

Comparing the impact of iWriteSupLeMats on students' composition skills in English

The table presents the levels of composition skills in English among Grade 7 students, comparing the performance of the Control Group and the Experimental Group before (pre-test) and after (post-test) an instructional intervention. The results are measured in terms of mean scores and standard deviations to assess the students' progress in their composition skills.

Table 10. Summary Table of Students' Level Composition Skills in English Compared as Influenced by the iWriteSupLeMats

Groups	N	Mean Score	SD	Interpretation
Control Group				
Pre-test	38	8.76	1.40	Needs Improvement
Post-test		9.21	1.22	Needs Improvement
Experimental Group	38			
Pre-test		9.47	1.19	Needs Improvement
Post-test		15.53	1.39	Satisfactory

For the Control Group, the pre-test results showed a mean score of 8.76 with a standard deviation of 1.40, both categorized as Needs Improvement. After the intervention, the post-test mean score increased slightly to 9.21, with a standard deviation of 1.22, which still falls under the Needs Improvement category. The marginal increase in the mean score suggests that the composition skills of students in the control group saw only minimal progress, with no significant change in their overall performance.

In contrast, the Experimental Group exhibited a more significant improvement. The pre-test for this group yielded a mean score of 9.47 with a standard deviation of 1.19, which is also categorized as Needs Improvement. After the intervention, the post-test mean score surged to 15.53, with a standard deviation of 1.39, which was categorized as Satisfactory. The substantial increase in the mean score, from 9.47 to 15.53, indicates a notable improvement in the students' composition skills, suggesting that the intervention applied to this group was effective in enhancing their overall performance.

The results indicate that while both groups started with similar composition skills, categorized as 'Needs Improvement', the Experimental Group demonstrated a considerable

improvement after the intervention, reaching a 'Satisfactory' level. In contrast, the Control Group showed only a slight increase, remaining within the Needs Improvement category. This suggests that the intervention implemented with the Experimental Group had a meaningful and positive impact on enhancing their English composition skills, while traditional instruction had a limited effect on the Control Group.

Students' levels of composition skills in English as influenced by the iWriteSupLeMats

The data presents the level of composition skills in English among Grade 7 students in both the experimental and control groups before (pre-test) and after (post-test) an intervention. For the control group, the pre-test results are 8.76 and 1.40 for the mean and standard deviation, respectively, which require improvement.

Table 11. One-Way ANCOVA Summary on Level of Composition Skills in English

Source	Adj Sum of Squares	df	Mean Square	f	p-value
Group	574.6	1	574.63	47.9	<.001
Pretest	47.1	1	47.09		

The post-test mean score is 9.21, witha standard deviation of 1.22, indicating a need for improvement. For the experimental group, the pre-test results show a mean of 9.47 and a standard deviation of 1.19, indicating a need for improvement. For the Post-test, the Mean Score is 15.53,and the standarddeviation is 1.39, which is satisfactory.

The results indicate that while both groups started at a similar level of composition skills,*Needs Improvement,* the experimental group showed a substantial improvement after the intervention, reaching a *Satisfactory* level. In contrast, the control group had a marginal increase, remaining in the *Needs Improvement* category. This suggests that the intervention applied to the experimental group effectively enhanced students' composition skills in English.

One-way ANCOVA summary on the level of composition skills in English

As shown in Table 11, the analysis yielded a computed probability value of <.001, which is less than the 0.05 level of significance. Hence, there is sufficient evidence to reject the null hypothesis. It can be inferred, therefore, that there is a significant difference in the level of composition skills of Grade 7 students in the control and experimental groups. The findings reveal that the results in the experimental group are remarkably dissimilar to those of the control group. It only shows that the use of the *iWriteSupLeMats* had a better improvement in students' composition skills.

Teaching should focus on the learners and instructors themselves as resources in the classroom, along with the classroom context. The use of specific supplementary materials should follow the identification of a need during lessons. Effective use of materials should involve providing opportunities for learners to apply their language skills in practical contexts, such as speaking, writing, reading, creative tasks, group work, and listening. Offering culturally relevant instruction approaches is vital in yielding quality in English instruction (Gaskaree et al., 2021). These materials contain diverse content sourced from external sources or specifically crafted to enhance instructional strategies. Particularly in English

language teaching, supplementary materials enrich educational experiences (Thakur, 2021; Karki, 2022). Educators can use supplementary materials to enhance comprehension and engagement when core materials may not effectively facilitate teaching and learning activities.

CONCLUSIONS AND RECOMMENDATIONS

Despite teachers' resourcefulness in implementing various teaching methods to enhance learning, many students continue to struggle with writing effectively and comprehensively, even after actively participating in class. The content of the *iWriteSupLeMats* indicates a consistent and favorable perception of the content's effectiveness.In terms of mechanics, participantsdemonstrated a strong and consistent positive response to the program's mechanical aspects. The organization reflected favorable feedback on the structure and organization of the materials.For the overall packagesupporting the positive reception of the as a supplementary resource.

Regarding the composition skills of Grade 7 students,there is an indication ofa developing stage in their composition skills. In contrast, the post-test revealed a significant improvement in the experimental group's performance, categorized as "Excellent." This considerable increase suggests that the intervention likely contributed to the observed improvement in composition skills.The analysis of the overall level of composition skills in English provides sufficient evidence to reject the null hypothesis, indicating a statistically significant difference in the composition skills of students between the experimental and control groups.

Hence, it is recommended that the *iWriteSupLeMats*be employed by other English teachers to support students in improving their composition skills in English. Similarly, other researchers can further investigate the effects of supplementary materials on enhancing students' writing skills across various genres.

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